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ABSTRACT

The report details findings and accomplishments of the North Central Louisiana Model Preschool Program for Handicapped Children, a regional cooperative agency and school based model. Personnel, instructional, and behavioral variables are discussed. Program objectives for 1979-80 are outlined, and the evaluation findings for each objective are considered, including findings on such topics as placement recommendations for 6 year olds; parent participation; rating gains made by physically handicapped, speech handicapped, hearing impaired, and multihandicapped children; and awareness activities conducted by the outreach staff. Among project findings are that all the 6 year old children leaving the program were placed in either a regular first grade, special education, or regular kindergarten class; the outreach staff conducted six awareness workshops throughout the state; and seven school districts desired to adopt part or all of the model school components. It is recommended that the model program and successful replications should be continued through the use of state and local funds. (CL)

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Final Evaluation Report for 1979-80

Louisiana Outreach Project for Preschool Handicapped Children, Ages 3-5

Lincoln Parish
Ruston, Louisiana

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July 1980

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I. BACKGROUND INFORMATION

The North Central Louisiana Model Preschool Program for Handicapped Children is in the sixth year of operation.

The overall purpose of this project is to provide a model program of services for a group of 30 to 40 preschool handicapped children, ages 3-5, and to demonstrate this model to other school districts throughout Louisiana and assist those who desire to replicate it. Children in the program include mentally retarded, emotionally disturbed, learning disabled, physically handicapped, speech handicapped individuals and hard of hearing children residing in the North Louisiana Hill Parishes.

As a regional, cooperative agency, school-based model, the project (1) provides services in a central location in the Lincoln Center in Ruston, La.; (2) provides instruction with an individually planned program for each child; (3) designs and implements curricula in language development, social and self-help skills, fine and gross motor skills, and readiness skills for each of the handicapping conditions; (4) implements a parent-family participation component; (5) develops coordination between the model program, the public school systems, parish health clinics, mental health clinics, and other community agencies within the target area; (6) conducts training sessions for parents of children in the program to provide follow-through assistance in the child's home; and (7) cooperates with teacher and pre-nursing preparation programs at Louisiana Tech and Grambling Universities.

During the 1974-75 school year, coordination efforts resulted in 22 different agencies and/or groups providing support services to the model preschool handicapped program.

During the 1974-75 school year, curricula in the area of language development, social and self-help skills, fine motor skills, gross motor skills, and academic readiness were developed. During the 1975-76 year, these curricula were refined and packaged for dissemination. A curriculum management guide was produced to show teachers how to use the curriculum, and a brochure on parent involvement techniques was made available. During the 1975-76 year, the State Education Agency sponsored a series of regional awareness workshops. At these workshops school personnel became aware of the model project, and several school districts desired to adopt the program. The 1976-77, 1977-78, 1978-79, and 1979-80 programs continued to maintain the model school for preschool handicapped, to involve parents of enrollees in the educational process, and to coordinate the activities of this program with activities of the regular school program, community groups, and federal and state agencies. In addition in 1977-78, the program was awarded an Outreach grant so the program goals for that year included disseminating information about the program and assisting adopters and potential adopters to replicate it. The 1978-79 and 1979-80 projects continued the outreach activities.

The purpose of this report is to provide evaluation information on the extent that the current year objectives were achieved.

II. LOCALE

The population served by the model program included three, four, and five year old children who were mentally retarded, emotionally disturbed, learning disabled, physically handicapped, speech handicapped, and hard of hearing. These children resided in the region known as the North Louisiana Hill parishes located in the north central part of the state. The region includes the parishes of Bienville, Claiborne, Jackson, Lincoln, and Union.

The 1970 population of the five parish region was approximately 100,000 with Bienville Parish having the least population and Lincoln Parish having the largest population. A projected 1980 population of 103,792 has been made for this five parish region.* The 1980 projected number of children in the 0-4 age group is 7,912 with the largest number in Lincoln Parish and the smallest number in Claiborne Parish. Of the projected preschool number, 51 percent are black and 51 percent are males. It is from this group that the target population of future preschool programs will be selected.

Information concerning the educational and economic characteristics of the population in the target area shows that the people were considerably below the average in income and education when compared with the general United States population, and slightly below the average of citizens in the state of Louisiana.

III. IDENTIFICATION AND DESCRIPTION OF PROGRAM VARIABLES

The program variables consisted of the personnel involved in the program, the process by which the program activities were implemented and operated, and the behavioral changes to be elicited from the participants. These variables for the Louisiana Outreach Project for Preschool Handicapped Children, ages 3-5, will be described in the sections to follow.

A. The Personnel Variables

The personnel involved in the program were the students, teachers, educational aides, administrative and supportive staff, other specialists, and consultants. These variables for the Louisiana Outreach Project for Preschool Handicapped children will be described in the section to follow.

1. Students. The students involved in the model program were three, four, and five year old children who are mentally retarded, emotionally disturbed, learning disabled, physically handicapped, speech handicapped, and hard of hearing.

*Projections to Year 2,000 of Louisiana Population, by Division of Business and Economic Research, University of New Orleans, 1976.

Existing referral sources were utilized in the identification of children for the model programs. These referral sources included parish schools, health and welfare offices, Special Education Evaluation Center at Louisiana Tech University, day-care centers, churches, and the council for Exceptional Children. In addition, referrals were solicited over radio and television and in the newspapers.

Until September 1979 to be eligible for participation in the program, the participants fulfilled the following criteria:

Type of Handicap

Mentally Retarded:	Children with intelligence test scores falling in the range of 25-75. The testing was done by the Special Education Evaluation Center.
Emotionally Disturbed:	Children exhibiting serious adjustment problems. The Special Education Evaluation Center made the diagnosis.
Learning Disabled:	Children of normal intelligence that exhibit a disorder in one or more processes of visual or auditory discrimination, language development, or motor-perceptual activities. The diagnosis was done by the Special Education Evaluation Center.
Physically Handicapped:	Children with congenital or acquired defects that prohibit full use of their bodies. These participants were diagnosed and recommended by a physician and the Special Education Evaluation Center.
Speech Handicapped:	Children with speech and language problems that deviate so far from the speech of others that it attracts attention, interferes with communication, or causes maladjustment. The diagnosis was done by the Special Education Evaluation Center.
Hard of Hearing:	Children with a hearing loss, ranging from mild to severe unaided; (pure tone average of 500, 2000 Hz, at seventy decibels or more, ANS, in the better ear) which does not significantly impede the learning of speech and language through normal channels.

In September 1979 a directive issued by the State Depeartment of Education, Special Education Division, stated that preschool children are eligible for the program under a non-categorical handicapping condition. The term "non-categorical" is defined in Bulletin 1508. Records are still being kept on each child's primary handicapping condition by category for BEH.

The final selection of the children who participated in the program was the primary responsibility of the project staff with assistance from the staffs of the Special Education Evaluation Center.

A total of 24 students were enrolled in the program. The age distribution of the participants showed that 1 two-year old, 6 three-year-olds, 10 four-year-olds, 7 five-year-olds, 1 six-year-old, and 1 seven-year-old were enrolled. Three or 18 percent were multi-handicapped. The number of students from each parish was as follows: Claiborne Parish - 5; Jackson Parish - 1; Lincoln Parish - 11; and Union Parish - 7. Table 1 below presents the characteristics of the students involved in the program.

Table 1: THE CHARACTERISTICS OF THE STUDENTS INVOLVED IN THE 1979-80 LOUISIANA OUTREACH PROJECT FOR PRESCHOOL HANDICAPPED PROGRAM, AGES 3-5

Handicap	Total Number	Male		Female		Black		White	
		No.	%	No.	%	No.	%	No.	%
Mentally Retarded	11	11	100	0	0	9	82	2	18
Slow Learner	2	1	50	1	50	1	50	1	50
Physically Handicapped	1	0	0	1	100	0	0	1	100
Speech Handicapped	4	4	100	0	0	2	50	2	50
Hearing Impairment	3	2	67	1	33	1	33	2	67
Multi Handicapped	3	2	67	1	33	2	67	1	33
Total	24	20	83	4	17	15	63	9	37

2. Teachers. There were three white female and three black female classroom teachers involved in the 1979-80 Louisiana Outreach Model Preschool Handicapped Program. All had completed some graduate work and two had completed the master's degree. One of the teachers worked solely with children with hearing impairments. All teacher salaries were paid from state funds. The following table shows the name, sex, race, training, and experience distribution of the teachers in the program.

Table 2: THE COMPOSITION OF THE TEACHERS INVOLVED IN THE 1979-80 LOUISIANA OUTREACH MODEL PRESCHOOL HANDICAPPED PROGRAM

Name	Position	Sex		Race		Highest Degree	Years of Experience
		M	F	B	W		
Cathy Smith	Teacher		X		X	BA+	3
Jayne Sumner	Teacher		X		X	MA	4
Leslie Gray	Teacher		X	X		BA+	4
Lois Schuerman*	Teacher (Deaf)		X		X	BA+	4
Patsy Frazier	P.E. Teacher			X		MS	7
Ricky Burton	P.E. Teacher	X		X		BS	0

*This teacher was financed by the SEA but was located in the same building with the project and provided expanded services to hearing impaired children in the program.

3. Educational Aides. There were four educational aides involved in program. Two were white and two were black; all were female. All of the aides assisted the teachers in the classroom and were paid from state funds. Table 3 summarizes the characteristics of the aides.

Table 3: THE CHARACTERISTICS OF THE EDUCATION AIDES INVOLVED IN THE LOUISIANA OUTREACH MODEL PRESCHOOL HANDICAPPED PROGRAM

Name	Sex		Race		Years of Para-Professional Experience
	M	F	B	W	
Edna Alexander		X		X	3
Betty Robinson		X		X	0
Bessie Warren		X	X		2
Jannette Williams		X	X		2

4. Administrative and Supportive Staff. In addition to the instructional personnel, the professional staff of the project included a director, a parttime speech therapist, and a secretary. In addition, the Lincoln Parish Special Programs Supervisor provided supportive services to the project. All salaries of the administrative and supportive staff were paid from state or local funds except the project director and secretary. Their salaries were paid from Outreach funds. The following table shows the characteristics of the administrative and supportive staff.

Table 4: THE CHARACTERISTICS OF THE ADMINISTRATIVE AND SUPPORTIVE STAFF OF THE 1979-80 LOUISIANA OUTREACH PROJECT FOR PRESCHOOL HANDICAPPED CHILDREN, AGES 3-5

Name	Position	Sex		Race		Highest Degree	Years of Experience
		M	F	B	W		
Gertrude Simonton	Director		X		X	MA+30	20
Judy Allen	Speech Therapist		X		X	BA	0
Louise Alexander	Secretary		X		X	HS+2 yrs. college	20
Ervin Ryland	Lincoln Parish Special Programs Supervisor	X			X	MA+30	30
Ralph Woolridge	Psychologist	X			X	MA+30	31

5. Liaison Personnel in Participating Parishes. A key group in the successful operation of the program was the liaison persons employed in each of the participating parishes. They served a vital role in the referral process, in disseminating information about the program, and in providing supportive services. The characteristics of the liaison personnel are shown in the following table.

Table 5: THE CHARACTERISTICS OF THE LIAISON PERSONNEL IN PARTICIPATING PARISHES IN THE 1979-80 LOUISIANA OUTREACH PROJECT FOR PRESCHOOL HANDICAPPED CHILDREN, AGES 3-5

Name	Parish	Position	Sex		Race		Highest Degree
			M	F	B	W	
David Frye	Claiborne	Supervisor of Special Education	X			X	MA
William Hooper	Jackson	Supervisor of Special Education	X			X	MA+30
Virginia Selle	Lincoln	Supervisor of Special Education		X		X	Specialist
William Mitcham	Union	Supervisor of Testing and Evaluation	X			X	MA+30

6. Other Specialists. The Lincoln Parish School System provided consultative instructional assistance to the program participants and to the project staff. The table below shows the type of services provided, who provided the services, and the characteristics of the provider.

Table 6: A SUMMARY OF THE SERVICES PROVIDED BY LINCOLN PARISH SCHOOL SYSTEM TO THE PROJECT AND THE CHARACTERISTICS OF THE PROVIDERS

Name	Specialty	Sex		Race		Highest Degree	Years of Experience
		M	F	B	W		
Gaile Clary	Art Specialist		X		X	MA	12
Margaret Colvin	LLRS Director*		X		X	MA	13

*Director of Magnolia Center of the SEA Learning Resource System located in Lincoln Parish

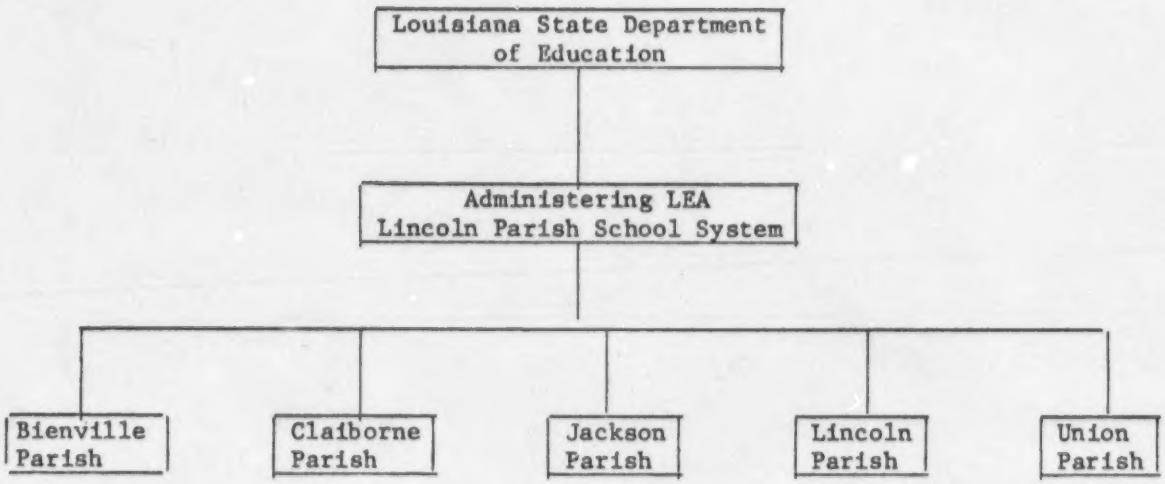
The information in the previous table shows that some special services are provided to the program participants. The providers were white females. Both providers had their master's degrees. The mean number of years of educational experience was approximately 12.5 years.

7. Evaluator. The evaluator for the project was Dr. Dean C. Andrew of Educational Planning and Evaluation Services located in Magrolia, Arkansas. Dr. Andrew has the doctorate degree in educational psychology and has experience in teaching, administration, and program evaluation.

B. Instructional or Process Variables

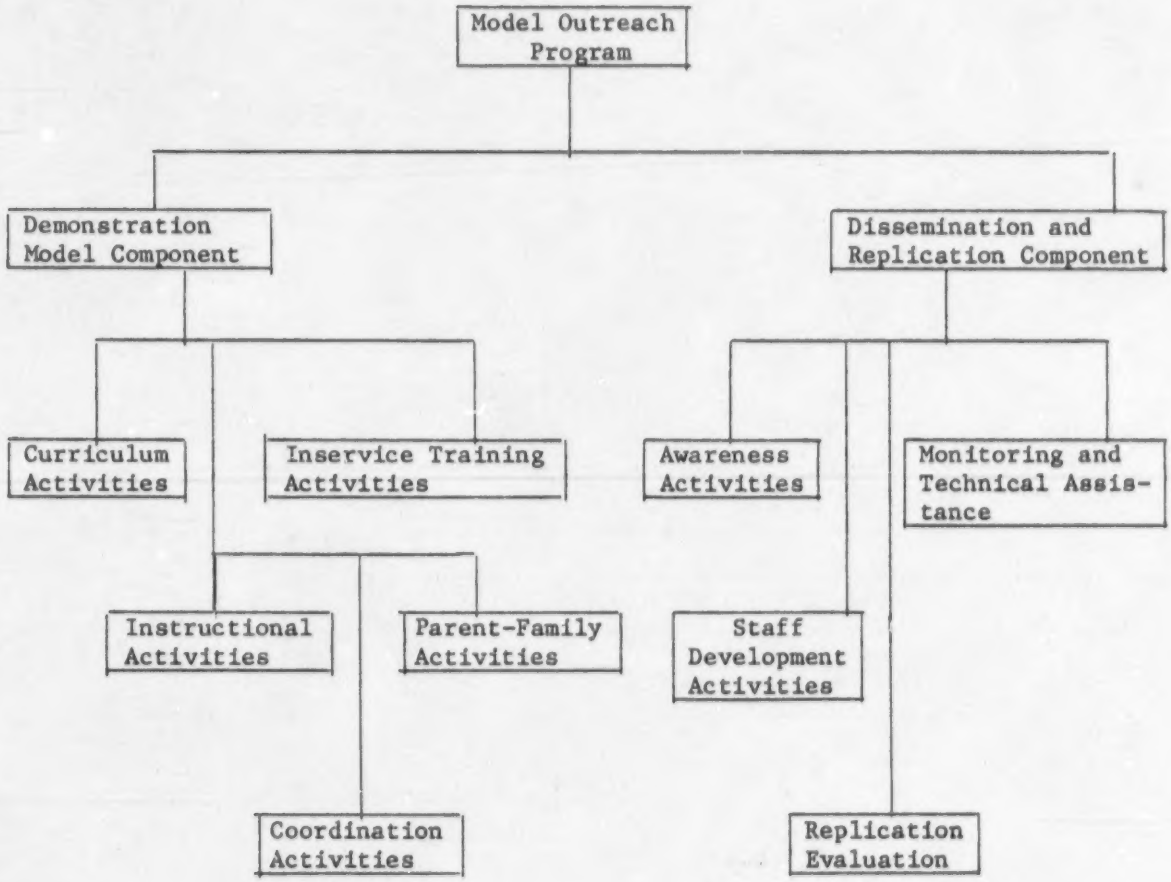
The instructional or process variables in the Louisiana Outreach Project for Preschool Handicapped Children, Ages 3-5, were the organization, program activities, facilities, and program costs. They are described below.

1. Organizational Structure of Demonstration Program. The grant award was given to the Louisiana State Department of Education to be implemented originally in five parishes in North Central Louisiana. As of 1979-80 the Model Preschool Program is serving only four parishes as Bienville has set up its own preschool handicapped program. The Lincoln Parish School District was designated as the administering on-site local education agency. The physical facilities used in the program were located in this parish and the project director was an employee of the Lincoln Parish School System. The schematic below shows the administrative channels and the participating local education agencies.



The project was designed to develop and implement curricula in five areas that focused on behavior, skills, and attitudes essential to the successful adjustment of handicapped preschool children in a climate that was conducive to learning.

The figure on the following page shows the organizational structure of the 1979-80 Outreach program and the components involved in the program.



2. Program Components and Activities. Each of the program components will be identified and the major activities that were conducted in each of the components will be described.

a. Demonstration Model Component

(1) Curriculum activities

The curriculum activities consisted of the staff's utilizing the developed individualized curriculum in the areas of language development, social and self-help skills, fine motor skills, gross motor skills, and academic readiness. The curriculum consisted of more than 400 behavioral objectives matched with accompanying resource materials and evaluation instruments. An assessment scale was developed to diagnose the student's functioning level in terms of the behavioral objectives. A prescription form was developed for teachers' use so that children could receive individualized instruction to fulfill their special needs. Also used in the model program are

curricula developed by other HCEEP programs such as Portage Lire Oak, Help Activity Guide, Motor Enrichment.

(2) Instructional activities

The instructional activities implemented the curriculum in the classroom. The overall instructional plan was to diagnose the needs of the student, identify an instructional objective that was appropriate to his/her special need, select and apply the learning activities to achieve the objective and evaluate the extent the student had mastered the learning activities. This was a continuous process where the child mastered objectives in a hierarchical order. Where objectives were not mastered, alternative procedures and materials were utilized, or re-evaluation was done and a pre-requisite objective taught.

Classes were organized so that two classes emphasized preacademic skills while the third class, for more severely retarded children, focused on attending behaviors, motor skills, and communication.

Where the emphasis was on preacademic skills, the teachers used such materials as: Distar Language I, SRA Perceptual Skills, Goal Program (Karnes), Alpha Time Reading Readiness, Learning to Learn Through Looking, SRA Fine Motor Skills, Silver Burdett Modern Mathematics Through Discovery, Sullivan's Readiness In Math, and teacher-made materials. These teacher-made materials included concrete objects for visual matching, visual sequential memory, object counting, likenesses and differences, and sequencing. Both teacher-made materials and published materials were used to practice visual perception and fine motor skills.

The speech and Language Development Program was conducted five days a week. The speech therapist picked up the children from their room and brought them to the therapy room. The children were grouped according to their deficits in either speech or language, and according to severity.

Those children whose primary handicap was speech were seen more frequently and for a longer period of time. The second priority were those children with a primary handicap other than speech who had developed little or no expressive language.

Programs for the speech impaired children were structured to develop intelligible articulatory skills, language skills, and auditory skills. Published programs were modified for the children, and individualized programs

based on developmental information or linguistics were developed for each child. The articulation program combined traditional therapy techniques as well as a behavior modification program. Informal therapy settings were used in addition to traditional therapy techniques according to the individual needs of the child.

(3) Parent-Family activities

A number of activities were conducted in this component to involve the parents in the education of their child. These activities are noted below.

(a) The parents were first involved when they heard about the program and/or their child was referred for evaluation. Parent conferences were held with the diagnostic and evaluation team so they might gain an understanding of their child's assets, limitations, and needs.

(b) An orientation session was held with the parents in which information was given to them concerning the purpose of the program, the content of the program, the schedule of activities, and how the parents could reinforce and supplement activities done at school.

(c) When children were officially admitted to the program, a conference was held with the parent to write an IEP for the child. At the end of the year another conference was held with the parent to make the annual review of the IEP.

(d) Teacher-parent conferences were held in which the teacher reviewed with the parent the progress of the child and gave parents specific suggestions on home activities that they might give to or use with the child.

(e) Open house meetings were held for parents periodically so that they could see what their child was doing and could visit with the project staff.

(f) Parent involvement in Outreach activities entailed their screening or evaluating parent training materials and in helping to develop training materials.

(4) Coordination activities

The project director had direct responsibilities for the activities cnnducted in this component. The following coordination activities were conducted.

(a) Diagnostic and evaluative services were provided by the Lincoln Parish Assessment Center during the initial screening phase and as needed.

(b) Various health professionals provided volunteer consultative assistance to the project staff and to the children in the program.

(c) The children received regular art instruction through services provided by the Lincoln Parish School System.

(d) Various agencies and groups referred children to the program and disseminated information about the project.

(e) Children in the outlying parishes were provided transportation to and from the school. Through a coordinated effort with the State Department of Education, this transportation program was supported with state funds whereby parents were reimbursed at a rate of $0.15 per miles to transport the child from the domicile to school and return.

(f) An Advisory Council functioned to assist the project staff in planning and providing supportive services in the operation of the program. The Advisory Council also operated as a vital dissemination vehicle medium.

(5) Inservice training activities

There were four major training activities involved in the program. The training activities are noted below.

(a) A two-day orientation was held for the project staff. At this session the planned program was reviewed and duties and responsibilities of staff members were discussed.

(b) The aides employed in the project were trained by the project staff prior to the starting of the school year. At mid-year a second workshop of two days was held with the aides to do more in-depth training.

(c) Based upon the needs of the staff, periodic inservice training sessions were held during the year. Curriculum development was emphasized, and considerable time was spent on developing and refining materials for the dissemination component, evaluating and disseminating published materials for use in Outreach or technical assistance.

b. Dissemination and Replication Component

Several program activities were conducted in this component to make LEAs aware of the model program and to help those who desired to adopt the program to replicate it in their school district. To do this, the following activities were conducted by the project staff.

(1) A variety of awareness activities were conducted during the year. The project director made presentations to various professional groups to tell them about the program. School personnel were invited to visit the model program and observe it in operation. Articles about the program were published in local and state newspapers. The project staff also exhibited program materials at national and state conferences.

(2) When school districts expressed interest in replicating the model program, the staff conducted training sessions with the staff of the adopter to help them learn the procedures and techniques used in the model program. Some of these training sessions were held at the model program site while other training sessions were held at the adopter sites.

(3) The staff made visits to the adopting school to provide additional assistance as they implemented the program. Help was given in identifying and solving operational problems encountered by the adopter.

(4) At the end of the year, the project director collected data from the adopting schools to see how successful the program had been in the school district replicating the program.

3. Facilities

The model program for handicapped preschool children operated as an integral part of the public school program and was housed in the Lincoln Learning Center in Ruston, Louisiana. This facility also served as a remediation center for elementary children in that parish.

The space allotted for the model program included five classrooms approximately 22 feet by 28 feet, a staff workroom, a motor development room, an office, and a bathroom. A cafeteria and an enclosed outdoor playground facilities were available. A gymnasium was available for rainy day activities.

4. Program Costs

The funds for operating the project came from federal and local funds. Local funds included monies provided by the state as well as local education agencies' funds. The project budget is shown below.

Budget Category		Amount
1. Personnel		$40,675.00
2. Fringe Benefits		4,068.00
3. Travel Expenses		6,282.00
4. Supplies		5,675.29
5. Contractural		4,400.00
6. Communications		3,600.00
	Subtotal	64,700.29
7. Indirect Costs		3,299.71
8. Total		68,000.00

C. Behavioral Variables

Both cognitive and affective behaviors were of concern in the project. The cognitive behaviors involved in the project were: (1) children's improvement in their self-help, interpersonal, perceptual-motor, and communication skills; (2) project staff's ability to generate an awareness about the program and to train personnel from adopting schools; and (3) the ability of adopting school systems to improve the skills of preschool handicapped children in their replication program.

The affective behaviors of concern in the project were: (1) the positive response of parents towards the program; and (2) the positive responses of participants involved in awareness and replication workshops and/or activities.

IV. PROGRAM OBJECTIVES

The objectives of the 1979-80 Outreach program are as follows:

1. The project staff will demonstrate ability to maintain the model program of instructional and supportive services for preschool handicapped children as indicated by the evaluation report of the model program.

2. The Outreach staff will demonstrate ability to train adopters in techniques of creating awareness of the Louisiana Outreach Project for Preschool Handicapped Children in their respective regions as indicated by the number of school districts requesting adoptions.

3. The Outreach staff will demonstrate ability to train adopter personnel in techniques of staff development as measured by a criteria reference test.

4. The Outreach staff will demonstrate ability to train adopter personnel in program implementation procedures as indicated by the production of a satisfactory implementation plan.

5. The Outreach staff will demonstrate ability to implement a diffusion strategy as indicated by the number of successful replications of the model preschool program within the state.

V. PLANNED EVALUATION

The evaluation plan was designed to answer the questions: (1) Have the handicapped children improved their self-help, interpersonal, perceptual-motor, and communication skills? (2) Can the Outreach staff develop an awareness of the program to the extent other school districts will desire to adopt it? (3) Can the Outreach staff effectively train personnel in school districts desiring to adopt the program? (4) Do parents of children in the program respond positively towards the program? and (5) Can a successful program developed in one school district be replicated in another school district?

The evaluation design for the instructional component objectives was a pretest - posttest design.* The evaluation plan for the other components was the use of action research to provide formative evaluation information.**

The evaluation design summary chart in the appendix contains the program objectives, measuring instruments, and data collection procedures.

VI. EVALUATION FINDINGS

In this section, each objective will be stated, followed by a statement of how the objective was measured and a summary analysis of the data collected.

A. Outreach Program Objectives

Outreach Objective 1: The project staff will demonstrate ability to maintain the model program of instructional and supportive services for handicapped children as indicated by the evaluation report of the model program.

The project staff of the model preschool handicapped program established program objectives. Each of those program objectives will be stated and information will be presented on the extent each was achieved.

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*Adapted from Campbell, B.T. and Stanley, J.C., Experimental and Quasi-Experimental Design for Research, (Rand McNally and Co., Chicago, 1966).

**Issac, Stephen and Michael, William B., Handbook in Research and Evaluation, (Robert R. Knapp Publishers, San Diego, California, 1971), pp. 27-30.

Model Program Objective 1: The preschool handicapped children in the program will improve their developmental skills as indicated by their performance in the classroom. It is expected, that when the children reach the age of six, their performance in language, social, motor, and readiness skills will be developed to the level that 90 percent of the participating children will be recommended by the Special Education Evaluation Centers and/or the project staff for placement in either regular first grade classrooms, special education classes, or regular kindergarten classrooms.

At the end of the project year, the students who would be six years old by September 1, 1980, were rated by the project staff. The purpose of the ratings was to make a recommendation on the placement of each of the children. The recommendation was the criterion for determining whether objective one was achieved. There were eight students in the program who were rated. Table 7 shows the recommendations of the staff.

Table 7: A SUMMARY OF THE PLACEMENT RECOMMENDATIONS FOR SIX-YEAR-OLD HANDICAPPED STUDENTS IN THE PROGRAM

Name of Child*	Handicapping Condition	Placement Recommendation
J.A.	Mentally Retarded	Special Class - Claiborne Parish
S.C.	Slow Learner	Regular Kindergarten - Lincoln Parish
B.F.	Slow Learner	Regular First Grade - Union Parish
B.H.**	Multi Handicapped	Special Class - ECP - Lincoln Parish
B.M.***	Mentally Retarded	Regular Kindergarten - Lincoln Parish
C.O.	Mentally Retarded	Special Class - Lincoln Parish
J.T.	Speech Impaired	Regular Kindergarten - Claiborne Parish
K.N.	Multi Handicapped	Special Class - Lincoln Center - Lincoln Parish

*To maintain confidentiality of the information only the initials of the student will be placed in this and succeeding tables.

**It was felt that ECP was the most appropriate placement for this child even though he will be six years old.

***Resource Room, if available.

The data in Table 7 show that 8 , or 100 percent of the six year old children were recommended for placement in either regular kindergarten, first grade or special education classes. One of the children was recommended to return to the program. Thus the expected criteria level of the objective was achieved.

Model Program Objective 2. The parents of children in the program will respond positively to the model preschool handicapped program activities as indicated by the extent they participate in project activities. It is expected that 90 percent of the parents will attend or participate in at least one of the following activities: orientation session, parent and family visitation day, parent conferences, training sessions, teacher aiding (volunteer or paid), and the program evaluation session.

A record was kept of the parents' participation in various program activities. This record was used to measure the extent the objective was achieved. The following table presents information showing the extent that parents of children in the program were involved in program activities.

Table 8: A SUMMARY OF PARENT PARTICIPATION ACTIVITIES

	TYPE OF ACTIVITY						
Parent's Number	Orientation Session	IEP Planning	Training	Parent Conferences	Volunteers	Agency Coordination	Home Visits
1	X	X	X	X			
2	X	X	X	X	X	X	X
3	X	X	X	X			
4	X	X	X	X			
5	X	X	X	X		X	X
6	X	X	X	X	X	X	
7	X	X	X	X	X	X	
8		X	X	X	X	X	X
9	X	X	X	X	X		
10	X	X	X	X			
11	X	X	X	X			
12	X	X	X	X	X		
13	X	X	X	X		X	
14	X	X	X	X	X	X	
15	X	X	X	X	X	X	
16	X	X	X	X			
17	X	X	X	X		X	
18	X	X	X	X	X	X	
19	X	X	X	X		X	
20	X	X	X	X		X	
21	X	X	X	X	X		
22	X	X	X	X			
23	X	X	X	X		X	X
24		X	X				

The data in the above table show that all the parents participated in one or more parent activities. Many of the parents participated in several activities. The objective was achieved.

Model Program Objective 3: The mentally retarded students in the model program will improve their self-help, interpersonal, and perceptual motor skills as indicated by teacher ratings on the Preschool and Kindergarten Performance Profile. It is expected that the mean postratings of the students will be at least 15 percent higher than their mean preratings.

The mentally retarded students in the Preschool Handicapped Program were administered the Preschool and Kindergarten Performance Profile as a pretest in September 1979 and as a posttest in May 1980. To measure the extent that they achieved the objective, their pre and posttest ratings on the self-help, interpersonal, and perceptual development scales of the test were compared. The results are shown in Table 9.

Table 9: AN ANALYSIS OF THE RATING GAINS MADE BY MENTALLY RETARDED STUDENTS ON THE SELF-HELP, INTERPERSONAL, AND PERCEPTUAL DEVELOPMENT SCALES OF THE PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Classification of Students	N	Self-Help				Interpersonal				Perceptual Development			
		Mean Rating			% of	Mean Rating			% of	Mean Ratings			% of
		Pre	Post	Gain	Gain	Pre	Post	Gain	Gain	Pre	Post	Gain	Gain
EMR	7	9.4	18.9	9.5	100	10.0	19.3	9.3	93	5.3	14.4	9.1	172
TMR	2	2.0	8.5	6.5	325	1.0	11.0	10.0	1000	1.0	3.5	2.5	250
Total/Mean	9	7.8	16.6	8.8	112	8.0	17.4	9.4	117	4.3	12.0	7.7	179

The mentally retarded students as a group made an average gain of 112 percent on the self-help skills ratings. The TMR students average gain was 325 percent while the EMR students average gain was 100 percent. Both groups exceeded the 15 percent expected gain stated in the objective.

These same students made an average gain of 117 percent on the interpersonal rating scale. The EMR students gained 93 percent on the average and the TMR gained 1000 percent. Both groups achieved the objective.

On the perceptual development ratings, the students made an average gain of 179 percent. The EMR students gained 172 percent while the TMR students gained 250 percent. This far surpassed the expected achievement written in the objective. Therefore, all parts of Objective 3 were achieved.

Model Program Objective 4: The emotionally disturbed students in the model program will improve their emotional behavior as indicated by teacher ratings on the Preschool and Kindergarten Performance Profile. It is expected that the mean postratings of the students will be at least 15 percent higher than their mean preratings.

There were no children in the program who were diagnosed emotionally disturbed.

Model Program Objective 5: The learning disability students in the model program will improve their interpersonal and perceptual skills as indicated by teacher ratings on the Preschool and Kindergarten Performance Profile. It is expected that the mean postratings of the students will be at least 15 percent higher than their mean preratings.

There were no children in the program who were diagnosed learning disabled.

Model Program Objective 6: The physically handicapped students in the model program will improve their motor skills as indicated by teacher ratings on the Preschool and Kindergarten Performance Profiles, gross motor scale. It is expected that the mean postratings of the students will be at least 15 percent higher than their mean preratings.

There was one physically handicapped student in the program. To measure the extent that the program objective was achieved by this student, the Preschool and Kindergarten Performance Profile, gross motor skills, was used. The prerating was done by the teacher approximately two weeks after enrollment, and the postrating was done in May, 1980. Table 10 shows the results of the teacher ratings.

Table 10: AN ANALYSIS OF THE RATING GAINS MADE BY THE PHYSICALLY HANDICAPPED STUDENTS ON THE GROSS MOTOR SCALES OF THE PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Student	Pretest Score	Posttest Score	Difference	Percent Change
B.K.	5	8	3	60.0

The data in Table 10 show that the physically handicapped student made an average gain of 60 percent on the Gross Motor skills rating scale. This gain exceeded the expected performance level of the objective.

Model Program Objective 7: The students with speech handicaps participating in the model program will improve their intelligible speech and conversation as indicated by teachers ratings on the communication scale of the Preschool and Kindergarten Performance Profile. It is expected that the mean postrating will be at least 15 percent higher than their mean preratings.

Several measures were used to determine the effectiveness of the speech and language program. The Preschool and Kindergarten Performance Profile, Communication Scale was given to four students whose primary handicapping condition was speech handicapped. Pretest scores were obtained in the fall of 1979 and posttest scores were obtained in the spring of 1980. Table 11 presents the test data and shows the gain made in raw scores.

Table 11: AN ANALYSIS OF THE RATING GAINS MADE BY STUDENTS WITH SPEECH HANDICAPS ON THE COMMUNICATION SCALE OF THE PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Student's Initial	Mean Rating		Gain	% Gain
	Pre	Post		
M.B.	17	27	10	59
J.C.	12	20	8	67
J.T.	15	22	7	47
D.W.	7	19	12	171
Total/Mean	13	22	9	69

Data in Table 11 show that all speech handicapped students improved their communication skills to the desired level while in the program as measured by the communication subsection of the Preschool and Kindergarten Performance Profile.

Many of the students in the program received speech therapy and/or language development training. While speech impairment was not their primary handicapping condition, these children were in need of additional help in the speech and language area. They were pre and posttested on the Peabody Picture Vocabulary Test (PPVT) and the Tina Bangs Language Test. Table 12 presents the test results on these two tests.

Table 12: AN ANALYSIS OF RATING GAINS MADE BY SPEECH AND LANGUAGE STUDENTS IN THE PRESCHOOL HANDICAPPED PROGRAM

Test	N	Mean Raw Scores		Gain	% Gain
		Pre	Post		
Peabody Picture Vocabulary Test	16	23.7	30.1	6.4	27
Tina Bangs Language Test	16	30.6	41.0	10.4	34

The information in Table 12 shows that 16 children who received speech and language instruction made mean gains of 27 and34 percent.

Children with articulation problems were tested on the Goldman-Fristoe Test of Articulation. This test yields an error score; therefore, an improvement in speech pattern is indicated by a posttest score which is lower than the pretest score. The table below summarizes the test scores of five students who underwent speech therapy for articulation correction.

Table 13: ANALYSIS OF GAINS MADE BY SPEECH HANDICAPPED STUDENTS ON THE GOLDMAN FRISTOE TEST OF ARTICULATION

Student's Initial	Pretest	Posttest	Gain	Percent of Gain
J.C.	42	24	18	43
C.O.	30	20	10	33
B.K.	30	26	4	13
J.T.	18	14	4	22
D.W.	47	15	32	68
Mean	33.4	19.8	13.6	41

As seen in Table 13, speech handicapped students' mean level of improvement on the Goldman Fristoe Test was 41 percent. Each student attained more than the desired gain in speech improvement.

Speech handicapped students attained Objective 7 on all measures used to evaluate speech improvement.

Model Program Objective 8: The hearing impaired students in the model program will improve their communication skills as indicated by teacher rating on the Environmental Language Inventory. It is expected that the mean postratings will be at least 25 percent higher than their mean preratings.

There were three hearing impaired students in the program. They received extensive training in sign language and lip reading and showed great improvement in ability to communicate as evidenced by daily interaction with the project staff and their peers. No formal evaluation of the students' achievement was conducted.

Multihandicapped Children

There was no model program objective for multihandicapped children. When the model program was initiated, all children were placed in an exceptionality according to their primary handicap. However, during the 1979-80 program three children were classified as multi-handicapped by the evaluation team. They were given pre and postratings of the Preschool and Kindergarten Performance Profile to measure their improvement in developmental skills. The results are shown in Table 14.

Table 14: THE AMOUNT OF GAIN MADE BY MULTI-HANDICAPPED STUDENTS ON THE PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Student's Initials	Social				Intellectual				Physical			
	Pre	Post	Gain	% Gain	Pre	Post	Gain	% Gain	Pre	Post	Gain	% Gain
B.H.	22	25	3	14	22	26	4	18	34	41	7	21
B.W.	27	40	13	48	24	61	37	154	32	52	20	63
K.N.	24	41	17	71	27	56	29	107	22	56	34	154
Mean	24	35	11	47	24	48	24	100	29	50	21	71

Data in Table 14 show that the multi-handicapped students made a mean improvement of at least 25 percent in social, intellectual, and physical skills while in the program. Overall, the greatest percent of gain was made in intellectual skills and the least gain in social skills.

Outreach Objective 2: The Outreach staff will demonstrate ability to train adopters in techniques of creating awareness of the Louisiana Outreach Project for Preschool Handicapped Children in their respective regions as indicated by the number of school districts requesting adoptions.

Two major types of activities were conducted to achieve this objective. The first type of activities was those awareness activities conducted by the Outreach staff themselves and the second type of activities was those awareness activities conducted by the adopting schools. The extent of each will be described and the evidence relating to the number of school districts requesting adoptions will be presented.

1. Awareness Activities Conducted by the Outreach staff

(a) Disseminating Information Requested

Project records indicate that 39 requests for information were received from 22 Louisiana parishes and six states. Table 15 shows the number of each type of material requested during the 1979-80 project year.

Table 15: SUMMARY OF TYPE AND INCIDENCE OF DISSEMINATED MATERIAL REQUESTED

Type of Material	Number
Curriculum	86
Dressing and Grooming Tipes	122
Tips for Better Speech	126
Shots for Tots	95
Your Child's Emotional Health	168
Your Child's Potential to Learn	174
Positive Parenting	132
Potty Training	470
Training Films	2
Public Education for the Handicapped - Parents' Guide	151
Parent Pack	2
Parent-Child	18
Biscuits and Bandaids	50
What to Teach Your Child	43
How Your Child Learns to Talk	44
How Your Child Learns About Math	49
How Your Child Learns to Read	49
Expect the Best From Your Child	49
How and Why Your Child Learns Through Play	50
Good Feelings Between Me and You	82
Praise Your Children	82
Pay Attention to Your Child	49
Read to Your Child	48
Your Child's Hearing	10
When Your Child is Ill	10
Your Child Entering School	10
Total	2171

The data in Table 15 indicate that 2,171 pieces of information were distributed to school districts interested in learning more about the Early Childhood Handicapped program. It is also noted that a wide variety of different kinds of materials were disseminated.

(b) Inviting People to Visit the Model Program

A number of invidiuals and/or groups have visited the demonstration site. Table 16 shows the dates and number of visitors to the project and the school or agency represented.

Table 16: SUMMARY OF VISITORS TO THE EARLY CHILDHOOD HANDICAPPED PROJECT

Date of Visit	School or Agency Represented	Number of Visitors
9/2/79	La. Tech. Speech and Hearing	3
9/21/79	La. Tech. College of Education	1
10/17-23-24-30/79	La. Tech. School of Nursing	4 each day total 16
10/19/79	Portage Project, Tallulah, La.	9
11/2/79	Leesville Preschool Project Personnel, Vernon Parish	2
11/15&27/79	SEA Personnel	3
11/29/79	State School for the Deaf	2
11/30/79	La. Tech. BEH Grant	1
1/3/80	Parent - Lincoln Parish	1
1/8/80	Lincoln Parish CO	3
1/16/80	Lincoln Parish School Board	14
2/7/80	Ruston Daily Leader	1
2/11/80	Vernon Parish Schools	7
2/11/80	Beauregard Parish Schools	2
2/21/80	La Fourche Parish Schools	3
2/28-29/80	Columbia State School	1
3/10/80	Lincoln Parish Division Family Services	1
3/11/80	Ruston Daily Leader	1
3/18/80	Parent of New Referral	1
3/24/80	Parent of New Referral	1
	Total	73

Information in Table 16 shows that 73 people visited the model program in Lincoln parish. The visitors included people in many professional fields and at all educational levels.

(c) Making Presentations to Civic and Professional Groups

Presentations were made concerning the program. Target groups were civic and church organizations. The table below gives information on the presentations given in 1979-80.

Table 17: PRESENTATIONS GIVEN CONCERNING THE EARLY CHILDHOOD HANDICAPPED PROGRAM

Date of Presentation	Name of Group	No. in Attendance	Topic Covered
4-8-80	Church Women's Circle	28	Overview of Early Childhood Program
3-5-80	Littera Club	43	Overview of Early Childhood Programming and Referral Procedures

(d) Publishing Articles

Two articles have been published in local newspapers with a circulation of 10,000. Copies of the articles are in the appendix.

(e) Conducting Awareness Workshops

During this fiscal year many awareness workshops were held by the Outreach staff in various Louisiana parishes. The following table summarizes information concerning the participants, location, and dates of the workshops.

Table 18: AWARENESS WORKSHOPS CONDUCTED BY THE STAFF OF THE EARLY CHILDHOOD HANDICAPPED PROGRAM

Participants	Parishes Represented	Location and Date	Number Attending
Early Childhood Project Parent Group	Winn Parish	Winnfield, La. December 14, 1979	N/A
Teacher, Columbia State School	Caldwell Parish	Ruston, La. Feb. 28-29, 1980	1
Parent Group	Winn Parish	Winnfield, La. Feb. 29, 1980	N/A
Supervisors, Administrators, and Special Education personnel	All Louisiana parishes	Baton Rouge, La. March 27, 1980	36
Early Childhood Project Personnel/Parents	Winn Parish	Winnfield, La. April 25, 1980	1
Administrators; Special Education, Preschool, and Classroom teachers; support personnel	Ouachita	Monroe, La. April 28, 1980	12

Information in Table 18 shows that six awareness workshops were held during the 1979-80 school year in four different locations. Participants were special education personnel, teachers and parents interested in early education of handicapped children.

A criterion referenced test was administered at the conclusion of the Ouachita Parish workshop. Results of the test are summarized below.

Table 19: A SUMMARY OF RESPONSES ON A CRITERION REFERENCED TEST GIVEN AT THE CONCLUSION OF AN AWARENESS WORKSHOP AT MONROE, LOUISIANA

Item	No. Responses Possible	Correct Responses No.	Correct Responses %
I. Some of the guides listed below are specifically written for the 0-3/0-5 year preschool population. Some are targeted for the 3-5 year age range. Identify age group by writing 0-3/ 0-5 or 3-5 in the blank by the title.			
1. The EMI Curriculum	12	12	100
2. The Live Oak Curriculum	12	12	100
3. Early Lap	12	12	100
4. HELP Activity Guide	12	12	100
5. A Planning Guide to the Preschool Curriculum	12	12	100
II. True - False			
1. It is essential in working with a 3-5 year group, that we use only those materials specifically designed for that group.	12	12	100
2. Most guides to the preschool curriculum contain basically the same curriculum areas.	12	12	100
3. One comprehensive guide will always meet the curriculum design needs of the teacher of a noncategorial preschool class.	12	12	100
4. Parent-to-parent communication is often more effective in meeting individual family needs than parent-to-professional communication.	12	12	100
5. Early Childhood professionals have an obligation to assist in meeting only those needs that fall in the range of services offered by public schools.	12	11	92
Total	120	119	99

Information in the above table indicates that 12 persons completed the criterion referenced test. The responses were 99 percent correct.

2. Adoptions Obtained by the Outreach Staff

The goal of the project was to obtain and assist six adopter sites. The statements below summarize the accomplishments towards meeting this goal.

a. The criteria for accepting adopters have been established according to the guidelines submitted in the original proposal. The criteria are shown below:

The adopter will:

(1) Indicate interest by phone, letter, site visit or some combination thereof.

(2) Visit demonstration site to observe work with children and to meet Outreach staff.

(3) Select key person to act as liaison between demonstration center and adopter site.

(4) Provide information on the existence of other programs in area which serve handicapped children.

(5) Provide information on adopter resources and constraints.

(6) Provide flexibility in scheduling training sessions and monitoring visits as needed.

(7) Provide facilities and related services as needed to implement program.

(8) Demonstrate willingness to meet minimal obligations to utilize model and receive Outreach services.

(9) Sign written agreement between adopter and Outreach project outlining responsibilities for training workshops, monitoring units, and provision for evaluation data.

(from Swan, An Outreach Process Model, 1975)

b. With the cooperation of the SEA, adopter sites have been selected. The status of each adopter site is shown in the following table.

Adopter Site	Adopter Criteria Completed*								
	a	b	c	d	e	f	g	h	i
1. Jefferson Parish	X	X	X	X	X	X	X	X	X
2. LaFourche Parish	X	X	X	X	X	X	X	X	
3. Rapides Parish	X	X	X	X	X	X	X	X	
4. Natchitoches	X	X	X	X	X	X	X	X	X
5. Vernon Parish	X	X	X	X	X	X	X	X	
6. Sabine - Region	X	X	X	X	X	X	X	X	
7. Beauregard - Region	X	X	X	X	X	X	X	X	

*See criteria factors on previous page

The data above indicate that seven parishes agreed to become adopters. Five of these parishes agreed to be adopters last year and had begun the adopter process. During the 1979-80 project they continued the adoption process. All adhered to the conditions of the Outreach Process Model criteria with the exception of signing a written agreement for the Outreach staff to provide monitoring service and to provide the Outreach staff evaluation data. Jefferson and Vernon parish agreed to all criteria.

3. Awareness Activities Conducted by the Adopter Schools

At the end of the year, the director of the Outreach project obtained information from each of the adopter schools concerning awareness activities conducted by them. Table 20 presents data received from the adopter schools.

Table 20: A SUMMARY OF THE AWARENESS ACTIVITIES CONDUCTED BY THE ADOPTER SCHOOL DISTRICTS

Adopter School District	Type of Awareness Activity	Target Group
1. Beauregard Parish	Conferences	Parents
2. Jefferson Parish	Workshops	Parish personnel and Parents
3. LaFourche Parish	None	
4. Natchitoches Parish	a. Presentation at Statewide Preschool Conference	Early Childhood Personnel throughout Louisiana
	b. Presentation at CEC in Philadelphia, Pa.	Special Education Personnel throughout United States
5. Rapides Parish	Workshops	Parish Personnel
6. Sabine Parish	Workshops	Parish Personnel and Parents
7. Vernon Parish	A. Workshops b. Seminar	Preschool Personnel Medical profession

The information in Table 20 indicates that all parishes except LaFourche Parish conducted some awareness activities. The adopters awareness activities were previously limited to activities within the parish.

4. Adoptions Obtained by the Adopter Schools

The information obtained by the Outreach director from the adopter schools indicated that all were involved in installing the model program within their parish, but had not actively attempted to get other school districts in their region to adopt the program.

Outreach Objective 3: The Outreach staff will demonstrate ability to train adopter personnel in techniques of staff development as measured by a criterion referenced test.

Training of the teaching staff, supervisors, and parents was carried out in the adopter schools by the Outreach staff. It was anticipated that staff members in adopter schools would then use the same techniques in their staff development activities within the parish and with schools that might adopt the program outside

their parish but in their region. Information will first be presented on the extent of staff training done and then evaluation data obtained at the conclusion of the training will be presented.

1. The Extent of Training Activities Conducted by the Outreach Staff With Personnel from Adopter Schools

Table 21 gives information on the training workshops held in 1979-80 with personnel from the adopter schools.

Table 21: TRAINING WORKSHOPS CONDUCTED BY THE STAFF OF THE EARLY CHILDHOOD HANDICAPPED PROGRAM FOR ADOPTERS

Date	Adopter	Participants	Number of Participants	Topic
10/8/79	Sabine Parish	Many Preschool Staff Special Ed. Supervisor	2	Preschool Handicapped Overview-Outreach Services
10/8/79	Beauregard Parish	DeRidder Preschool Staff. All parish kindergarten teachers - principals - supervisory staff	22	Mainstreaming Strategies Outreach Services
10/23/79	Rapides Parish	Alexandria teachers, principals, administrators of preschool program	7	Mainstreaming Strategies
11/2/79	Vernon Parish	Staff Leesville Preschool Project	6	Classroom Strategies Administration Decisions
5/15/80	Jefferson	Parents, Preschool teachers, and Principals	21	Working With Your Child at Home
N/A	Rapides	Preschool Teachers and Administrators	12	N/A
5/26/80	Sabine	Preschool Personnel	2	Early Childhood Curriculum Material
5/27/80	Beauregard	Preschool Personnel	2	Early Childhood Curriculum Material
5/27/80	Vernon	Preschool Teachers and Administrators	6	Early Childhood Curriculum Material
5/28/80	Rapides	Preschool Personnel	2	Early Childhood Curriculum Material

The data in Table 21 show that 12 different workshops were held with 82 people attending. Training workshops were held with all adopter schools except LaFourche Parish. Personnel from this parish spent 1½ days at the model program in Lincoln Parish to obtain their inservice training.

2. Results from Evaluation of Training Activities

At the end of four training workshops, a criterion referenced test was administered to determine the extent that participants learned the content presented in the workshop. Table 22 presents the results obtained from the test.

Table 22: THE EXTENT THAT WORKSHOP PARTICIPANTS LEARNED CONTENT OF WORKSHOP AS MEASURED BY RESULTS OF A CRITERION REFERENCED TEST

Place of Workshop	No. of Participants	Possible Score	Mean Score Achieved	Percent
Sabine Parish	2	10	9.5	95
Beauregard	2	10	10.0	100
Vernon	6	10	10.0	100
Rapides	2	10	10.0	100
Total	12	10	9.87	99

The data in the above table show that participants did an excellent job in learning the content of the workshops as 99 percent of the possible score was attained. These workshops focused on the use of appropriate curriculum materials in a preschool handicapped program.

In four workshops, a feedback questionnaire was administered to workshop participants to determine their positive and negative responses towards the training activities. Tables 23 through 26 present the information obtained from the feedback questionnaire.

Table 23: A SUMMARY OF THE PRESCHOOL HANDICAPPED STAFF'S RESPONSES ON A FEEDBACK QUESTIONNAIRE AFTER ATTENDING A TRAINING WORKSHOP IN BEAUREGARD PARISH

Statement	From	Number and Percent of Responses										To:
		5		4		3		2		1		
		No.	%	No.	%	No.	%	No.	%	No.	%	
1. The information given in this presentation was:	Very Helpful	18	100									Not Helpful
2. The presentations and discussions were:	Very Practical	18	100									Theoretical
3. The ideas presented in this session were:	Clear	18	100									Vague
Total		18	100									

4. I would have liked more information on:

a. mainstreaming
b. curriculum development
c. working with parents
d. IEP writing
e. special needs of five year olds

Table 24: A SUMMARY OF THE RESPONSES FROM PARENTS, PRESCHOOL TEACHERS, AND PRINCIPALS ON A FEEDBACK QUESTIONNAIRE GIVEN AT THE END OF A TRAINING WORKSHOP IN JEFFERSON PARISH

Statement	Number and Percent of Responses			
	Yes		No	
	No.	%	No.	%
1. This program gave me information I really needed	16	100		
2. I will use some of the suggested activities and ideas at home with my child	16	100		
3. I would plan to attend other parent programs offered in the future	16	100		
Total	16	100		

4. My favorite part of this parent program was:

   a. Toys to make at home
   b. Information on behavior management
   c. Home activiites

5. I would like to learn more about:

   a. Social development
   b. Parent training for self-help skills
   c. Dealing with handicapped child in public
   d. Emotional problems in the child

Table 25: A SUMMARY OF THE TEACHERS AND AMDINISTRATORS RESPONSES ON A FEEDBACK QUESTIONNAIRE AFTER ATTENDING A TRAINING WORKSHOP IN RAPIDES PARISH

Statement	From	Number and Percent of Responses										To:
		5		4		3		2		1		
		No.	%	No.	%	No.	%	No.	%	No.	%	
1. The information given in this presentation was:	Very Helpful	7	100									Not Helpful
2. The presentations and discussions were:	Very Practicel	7	100									Too Theoretical
3. The ideas presented in this session were:	Clear	7	100									Vague
Total		7	100									

4. I would have liked more information on:

No suggestions listed

Table 26: A SUMMARY OF THE RESPONSES OF WORKSHOP PARTICIPANTS ON A FEEDBACK QUESTIONNAIRE GIVEN AT THE END OF A TRAINING WORKSHOP IN RAPIDES PARISH

Statement	Response No.	Response %
1. From this workshop I feel I learned		
a. a great deal	9	90
b. sufficient amount for the time spent	1	10
c. some material		
d. not very much		
e. very little		
2. The workshop was		
a. extremely interesting	8	80
b. interesting	2	20
c. of some interest		
d. of little interest		
e. boring		
3. The audio-visual materials (slides, handouts, etc.) used in this workshop were		
a. extremely effective	5	50
b. effective	3	30
c. adequate	2	20
d. poor		
e. satisfactory		
4. There was too much content material presented in this workshop		
a. strongly agree		
b. agree		
c. disagree	7	70
d. strongly disagree	2	20
e. don't know or undecided	1	10
5. Was the content presented in this workshop adjusted to your level of comprehension?		
a. too simplified		
b. exactly at my level	10	10
c. too advanced		

Table 26 (con.)

Statement	Responses No.	Responses %
6. I would like to receive more instruction presented this way:		
a. strongly disagree		
b. disagree		
c. agree	3	30
d. strongly agree	7	70
e. uncertain, don't know		
9. Considering the activities involved in this workshop, I learned enough to make the time spent worthwhile.		
a. strongly agree	8	80
b. agree	2	20
c. strongly disagree		
d. disagree		
e. don't know or undecided		
8. For maximum learning to occur, the number of persons in this workshop was		
a. not a factor	2	20
b. adequate	8	80
c. too many		

An analysis of the data in Tables 23 through 26 shows that participants responded extremely positively towards the workshops. This positive response occurred without exception. In addition to the positive responses, some participants indicated the kinds of information that they would like to learn more about. This data provides a basis for future training activities.

Outreach Objective 4: The Outreach staff will demonstrate ability to train adopter personnel in program implementation procedures as indicated by the production of a satisfactory implementation plan.

The Outreach staff developed a list of seven implementation activities that needed to be completed in installing the program in an adopter school. The staff felt that if these activities were completed, the program would be implemented.

Implementation activities were conducted by the Outreach staff in seven adopter sites during the 1979-80 program year. The specific activites conducted depended upon the status of the model program to be adopted. The adopter schools were to use these activities as they helped install the program in other schools in their region. Table 27 shows the number of contacts made by the Outreach staff with each adopting school district and the status of the implementation of the adoption process.

Table 27: A SUMMARY OF THE CALENDAR OF EVENTS ACTIVITIES COMPLETED BY EACH OF THE ADOPTING SCHOOLS

Calendar of Event Activities	Evidence Available That Adopting School Completed Activity at Adopting School						
	Beauregard	LaFourche	Jefferson	Natchitoches	Sabine	Rapides	Winn
1. Assign contact persons to coordinate Outreach activities	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2. Identify training needs in awareness, staff development, and/or program implementation	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3. Pretest children	Yes	No	No	Yes	Yes	Yes	Yes
4. Schedule training/monitoring visits	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5. Posttest children	Yes	No	No	Yes	Yes	Yes	Yes
6. Provide pre-posttest results to Outreach staff	Yes	No	No	No	Yes	Yes	Yes
7. Number of contacts made with adopting school district by Outreach staff	5	2	1	3	5	2	4

The data in the previous table show that the Outreach staff has assisted seven different school districts to implement parts or all of the model program in their respective school system. All of the calendar of events activities were completed in four of the school systems. The test results in Natchitoches school district have not as yet been sent to the Outreach director, but they promised to send them. Two of the school districts did not give the desired pre-posttests to their students. Five of the seven adopting schools listed in Table 27 were also assisted during the 1978-79 project year. Two of the school districts, Beauregard and Sabine, were in their initial year of adoption.

Outreach Objective 5: The Outreach staff will demonstrate ability to implement a diffusion strategy as indicated by the number of successful replications of the model preschool program within the state.

The adoption process was considered successful if students in the adopter schools could achieve gains similiar to the expected gains specified for students in the model program. The criterion was a 15 percent increase in the skill area being measured. Student data was provided by four of the adopter school districts. This information is shown in Tables 28, 29, 30, and 31.

Table 28: COMPARISON OF PRE-POSTTEST SCORES OF PRESCHOOL HANDICAPPED STUDENTS IN BEAUREGARD PARISH ON THE PEABODY PICTURE VOCABULARY TEST

Student Number	Pretest Mean	Posttest Mean	Gain	
			Amount	Percent
1	102	103	1	1
2	74	79	5	7
Total	88	91	3	3

Table 29: COMPARISON OF PRE-POST TEST SCORES OF PRESCHOOL HANDICAPPED STUDENTS IN VERNON PARISH ON THE TOTAL SCORE ON THE PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Sex	N	Pretest Mean	Posttest Mean	Gain	
				Amount	Percent
Boys	12	34.5	64.17	29.67	86
Girls	10	28.00	56.20	28.20	101
Total	22	31.54	60.54	29.00	92

Table 30: COMPARISON OF PRE-POSTTEST SCORES OF PRESCHOOL HANDICAPPED STUDENTS IN RAPIDES PARISH ON THE PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Test Area	N	Mean Pretest Score	Mean Posttest Score	Gain No.	Gain %
1. Interpersonal Relations	16	11	18	+ 7	64
2. Emotional Behavior	16	12	20	+ 8	67
3. Safety	16	10	16	+ 6	60
A. Total Social		11	18	+ 7	64
4. Communication	16	12	18	+ 6	50
5. Basic Concepts	16	10	16	+ 6	60
6. Perceptual Development	16	9	16	+ 7	78
7. Imagination and C.E.	16	7	13	+ 6	86
B. Total Intellectual		10	16	+ 6	60
8. Self Help	16	12	19	+ 7	58
9. Gross Motor Skills	16	12	18	+ 6	50
10. Fine Motor Skills	16	10	16	+ 6	60
C. Total Physical		11	18	+ 7	64

Table 31: COMPARISON OF PRE-POSTTEST SCORES OF PRESCHOOL HANDICAPPED STUDENTS IN SABINE PARISH ON THE PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Test Area	N	Mean Pretest Score	Mean Posttest Score	Gain No.	Gain %
1. Interpersonal Relations	8	9.13	18.00	8.87	97
2. Emotional Behavior	8	6.42	17.87	11.45	178
3. Safety	8	10.00	16.75	6.75	67
A. Total Social		8.52	17.54	9.02	106
4. Communication	8	10.13	17.13	7.00	69
5. Basic Concepts	7	6.43	13.29	6.86	107
6. Perceptual Development	8	6.50	15.00	8.5	131
7. Imagination and C.E.	8	5.25	11.88	6.63	126
B. Total Intellectual		7.08	14.33	7.25	102
8. Self Help	8	11.50	20.00	8.50	74
9. Gross Motor Skills	8	10.50	15.13	4.63	44
10. Fine Motor Skills	8	8.63	17.13	8.5	98
C. Total Physical		10.21	17.42	7.21	71

The data in the previous tables indicate that students in the programs at Vernon, Rapides, and Sabine parishes made excellent gains which far exceeded the expected 15 percent gain. These schools used the Preschool and Kindergarten Performance Profile as the measuring instrument. Students in Beauregard Parish did not make the desired 15 percent gain on the Peabody Picture Vocabulary test.

The number of school districts, other than the seven adopter schools, implementing parts of the model handicapped program after receiving materials, or being involved in one or more dissemination activities, is not known.

VII. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary of Findings

The following summarizes the evaluation findings for the Outreach program.

1. All of the six year old students exited from the program were placed in either a regular first grade, special education, or regular kindergarten class.

2. All parents of children in the model program participated in five or more of the parent participation activities.

3. Mentally retarded children involved in the model program improved their self help, interpersonal, and perceptual development skills by 100 percent or more on the Preschool and Kindergarten Performance Profile.

4. The physical handicapped child in the model program made a 60 percent gain in their motor skills as measured by the Preschool and Kindergarten Performance Profile.

5. Children with speech and language handicaps involved in the model program improved their communications and/or articulation skills by 27 percent or more as measured by the Preschool and Kindergarten Performance Profile or the Goldman-Fristoe Articulation Test.

6. The Outreach staff disseminated information about the model program to school personnel in 22 Louisiana parishes and six states in the United States.

7. Seventy-three people, representing many professional areas and all educational levels, visited the model program during the 1979-80 project year.

8. The Outreach director made two presentations about the model program to civic and church groups. Seventy-one people were in attendance at these presentations.

9. Two articles were published in the newspaper concerning the model program.

10. During the 1979-80 project year, the Outreach staff conducted six awareness workshops throughout Louisiana. The available evaluation data from the workshops indicated that participants learned the desired information and positively responded to workshop activities.

11. From previous years and current awareness activities, the Outreach staff were able to obtain seven school districts who desired to adopt part or all of the model school components.

12. The awareness activities conducted by the adopter schools were primarily limited to the conducting of workshops within their parish. However, one adopter school made a presentation at a statewide conference and at the national CEC Conference in Philadelphia.

13. The adopter schools did not get any other schools in their region to adopt the model school program.

14. The Outreach staff conducted 12 training workshops with 82 persons attending during the 1979-80 project year. These workshops were held with the personnel from the seven adopting schools.

15. The evaluation data from the training workshops conducted by the Outreach staff showed that participants earned a mean score of 9.87 out of a possible 10 points (99%) on a criterion referenced test measuring their knowledge of the content covered in the workshop.

16. Nearly all the responses on a feedback questionnaire were positive towards the activities conducted in the training workshops by the Outreach staff.

17. Since the adopter schools did not get any other schools in their region to adopt the program, they did not conduct any training workshops.

18. Four of the adopter schools completed all of the six implementation activities involved in adopting a program. The implementation activities not completed by the other three adopter schools concerned the testing of the children in the program.

19. Of the four adopter schools submitting student evaluation data, three achieved similiar results to those obtained in the model school program.

B. Conclusions

The evaluation findings suggest the following conclusions.

1. The Outreach staff were very successful in maintaining a model preschool handicapped program as the achievement of the participating children far exceeded the expected achievement levels.

2. The goal of using adopter schools to create an awareness of the model program in other school districts within their region was only partically achieved as the adopter schools were primarily involved in firmly installing the model program within their own school district.

3. There still seems to be a need for disseminating information about the model preschool handicapped program as indicated by the number of awareness activities conducted by the Outreach staff.

4. The Outreach staff demonstrated ability to organize and involve personnel from the adopter schools in training workshops as indicated by the number of training workshops held.

5. The training workshops conducted by the Outreach staff were very successful as indicated by the evaluation data obtained at the end of the workshops.

6. The Outreach staff was partially successful in training adopters in program implementation procedures as four of the seven adopters completed all implementation tasks. The implementation activity that seemed to be resisted most by the adopter schools was the evaluation of student achievement.

7. The Outreach staff was successful in showing that replication of a model program could be achieved as three of the adopter schools achieved evaluation results similiar to those obtained in the model school program.

8. Only a very limited success was achieved by the Outreach staff in implementing a diffusion strategy for replicating the Model Preschool Handicapped program throughout Louisiana as indicated by the number of successful replications.

C. Recommendations

From project monitoring and from the conclusions, the following recommendations are suggested.

1. The Model Preschool Handicapped program should be maintained in Lincoln Parish and in those adopter sites that were successful in replicating the program. These programs should be continued through the use of state and local monies.

2. It is recommended that the Special Education division in the State Department of Education obtain copies of the dissemination materials used by the Outreach staff and disseminate such materials to all parishes in the state.

3. Any future dissemination and diffusion activities will likely be the responsibility of the State Department of Education. It is recommended that the Early Childhood unit in the Special Education division take the leadership in this role and utilize Outreach personnel and staff members in the adopter schools in conducting awareness and training workshops.

4. It is recommended that efforts be made to utilize the programs located in Lincoln parish and in the adopter schools as observation and practicum sites for preservice teachers. The State Department of Education might take the leadership role in coordinating such efforts with adjacent college and universities.

Appendix A

Evaluation Design Summary Chart

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The project staff will demonstrate ability to maintain the model program as indicated by the evaluation report. It is expected that student achievement objectives will be achieved.	Evaluation Report	End of project year	Student pre and post-test scores on (a) Preschool and Kindergarten Profile, (b) Environmental Language Inventory, (c) McDonald Screening Deep Test of Articulation and Placement recommendations for six-year-olds.	Participating students	Pretest Sept. 1979 Posttest April 1980	Project Director
2. The Outreach staff will demonstrate ability to train adopter personnel in techniques of creating awareness of the model program.	List of schools adopting program	Already Available	1. Name of site 2. Number of people involved 3. Regions in which site is located	LEAs throughout Louisiana	Throughout year	Project Director
3. The Outreach staff will demonstrate ability to train adopter personnel in techniques of staff development.	Criterion referenced test	10 days prior to first training session	Questions to measure content of training	Personnel in adopter sites	At the conclusion of each training session	Project Director

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
4. The Outreach staff will demonstrate ability to train adopter personnel in program implementation procedures.	Completed implementation plan rated satisfactory by Outreach staff	Already developed	Ratings on activities, data to be completed	LEAs adopter sites	At the conclusion of each training session	Project Director
5. The Outreach staff will demonstrate ability to implement a diffusion strategy.	Evaluation report on adopter sites	Format for report to be provided adopters at training sessions	Report will contain program information and evaluation data	LEAs adopter sites	6-15-80	Project Director

Appendix B

Newspaper Articles

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Lincoln principal series

Simonton: Search for problems early

By GLENDA MITCHELL
Staff Writer

The education field, especially for the past six years, has been "something different-unique and worthwhile" for Gertrude Simonton, director-administrator of the Lincoln Parish Early Childhood Program.

"It's been a great experience and a fine finish to a career I've enjoyed," said Simonton, who plans to retire this year with 31-years in the public school system.

Her retirement plans are set for June 30. "The same day George does," she said referring to her husband Sheriff George Simonton, who encouraged her to go into the education field.

Mrs. Simonton heads a pre-school program for exceptional children aged three to five years with classes held at the Lincoln Learning Center.

There are presently 24 students from a four-parish area in the program. Eleven of the students are from Lincoln Parish, six each from Union and Claiborne and one from Jackson Parish. "Some of the children have speech and physical handicaps, learning disabilities, behavior problems, hearing impairments or mentally retarded," she said.

The program is a part of the Lincoln Parish School System in accordance with Public Law 94-142 and Act 754 of the State Legislature. The act provides that children are entitled to a free appropriate public education in the least restrictive environment.

"We started our program in 1974, the target date for compliance with the law was 1978.

"Our program began under a federal grant from the Bureau of Education for Handicapped as a pilot program for the State of Louisiana," she said.

Working with Simonton in the program are four teachers, four teachers aids and a speech therapist plus physical education and art specialists. "These teachers are fantastic," Simonton said.

"We are convinced that early intervention is the answer to some of the problems these children have. We have found that exceptional children, in 70 percent of the cases, go right on into placement in regular classroom situations after we have worked with them. Some, however, will continue to need special help."

"For the past three years we have been going out and helping set up similar programs throughout the state. We have helped to develop and provide technical assistance to school systems in Shady, Natchitoches, Leesville, Thibodaux and New Orleans in cooperation with the State Department of Education."

Simonton began her teaching career in the fall of 1950. "I went back to school and got my degree at the age of 34. George Jr. was in Junior High School and I became interested in a teaching career."

She earned a BA degree in Elementary Education in 1969 and a master's degree in education in 1981, both from Louisiana Tech University. She also has her 30-plus hours in special education and administrative courses.

"I would encourage others, who have an interest, to go back and get an education or just take courses that are of interest to them.

She began her teaching at the old Eastland School and then to Cypress Springs, first grade at both schools.

"When Mr. Judd (then Superintendent of Lincoln Parish Schools) asked that I take the pre-school program, I just trusted him, since I didn't know anything about it.

"It's been a great experience and a fine finish to a career I've enjoyed. It is good to see the children make the gains they do. They grow and change."

The outreach portion of the project is coming to an end, but the services to the children will continue, she said, adding, "It's a good time to step down."

Plans include a move to the country, and more time to spend with her eight-month-old granddaughter, Kelly.

One added note: "We are now accepting referrals for children to be evaluated for the 1980-81 school year," she concluded. Anyone needing additional information should contact Mrs. Simonton or the Lincoln Parish School Board office.

Gertrude Simonton

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JEFF COLVIN, age six, of Dubach, has a big smile for the camera as he visited with Ruston Mayor John Perritt in connection with the signing of a proclamation for Better Speech and Hearing Month, sponsored by the Louisiana Speech and Hearing Center. A Hearing Screening program is to be held May 1 from 8-12 noon at the Ruston State Bank for anyone interested. Lynn Rowe will be in charge of the screening program. Jeff, who is deaf, is a student at the Lincoln Learning Center. (Leader staff photo)